

CHAPTER I

INTRODUCTION

A. Background of the Study

In modern era, English becomes important things for human to communicate. English is used internationally as universal language in many countries. To study English, people must learn four skills, there are namely: writing, listening, reading and speaking. These four skills are usually considered as integrated system. In Indonesia, the part of four language skills are important to be learned and mastered by every individual. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which is the Department of English Education. The student of Muhammadiyah University of Surakarta especially at speaking subject in first semester should learn speaking skill. According to Oxford Dictionary (2008: 426), speaking is the action of conveying information or expressing one's feelings in speech. Mastering the art of speaking skill is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2010: 15).

In teaching learning process, English Department of Muhammadiyah University of Surakarta especially in speaking class have a goal of the teaching speaking is to communicative efficiency. Learners should be able to make

themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. More specifically, the syllabus of speaking at English Department of Muhammadiyah of Surakarta also says that after completing the speaking subject, students are able to do verbal communication accurately (based on structure rules of English language), correctly (according to context), and efficiently (according to function) in English language. Therefore, to achieve these goals, the teachers play an important role in teaching speaking. The teachers should be able to set classroom activity well. Besides, the teachers should regard to all supporting components of successful teaching classroom including class management, technique and materials.

Richard and Rogers (2001: 28) argue that Instructional Design is the framework which the teacher takes the planned learning and teaching action to a lesson. Instructional Design is a particular set of elements in teaching - learning which should be prepared to reach the efforts of learning. He argued that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. Based to those theories, the existence of instructional design is obviously needed in English teaching. Some components involved are the general and specific objectives, syllabus model, type of learning and teaching activity, learner's role, teacher's role and instructional material. All of the aspects have the main goal to provide students with good command of English so that they are able to take part in various academic activities, most of

which are conveyed in English. Therefore, the success of attaining English cannot be separated from the instructional design. Richard and Lockhart (1994: 43) also state that instructional design is usually intended to set of actions or unconscious behavior because many times teachers represent in action what they do not seem to be able to express in theoretical orientation.

Instructional Design is the practice of creating "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing." The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some relationship to assist in the transition. Ideally the process is informed by pedagogically (process of teaching) and andragogically (adult learning) tested theories of learning and may take place in student-only, teacher-led or community-based settings. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed.

The purpose of teaching-learning process is interaction between teacher and student in learning. Teaching is the process an action of the teacher in teaching learning process. Harmer (1998: 31) states that teaching is defined as the way that learning happens and the process of transferring the knowledge. Teaching is the process of transferring knowledge and skill to the students.

There are some reason that the researcher is interested conducting in this study. The first because teaching speaking have three paradigms of teaching speaking, there are: the product approach, the process approach, and the genre-based approach. The second is that instructional design aims to guide the teacher

to teach their students. The third is Muhammadiyah University of Surakarta, one of them university that major, English Department which is the student learn English language as the subject that will be learn. Based on the reasons above, the writer is interested in conducting this research focused on English teaching learning process especially in teaching speaking. Muhamadiyah University of Surakarta, especially in English Department which is the student learn english language as the subject that will be learned.

According to that reasons, the writer conducted a research entitled ***INSTRUCTIONAL DESIGN FOR TEACHING SPEAKING CLASS AT THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2014/2015 ACADEMIC YEAR.***

B. Problem Statement

Based on the background study, the general question is specified into following subsidiary research question.

How is the instructional design of teaching speaking course at the first semester students in English speaking department at Muhammadiyah University of Surakarta?

1. What type of syllabus used for teaching in speaking skill?
2. What is the learning objectives for teaching in speaking skill?
3. What are materials used for teaching in speaking skill?
4. How are classroom procedure for teaching in speaking skill?

5. How are classroom technique for teaching in speaking skill?
6. What are teacher's role for teaching in speaking skill?
7. What are learner's role for teaching in speaking skill?
8. What are the assessment model for teaching in speaking skill?
9. What are teaching media used for teaching in speaking skill?

C. Limitation of The Study

In this research, the writer limits her research on Instructional Design for teaching speaking at department English education at Muhammadiyah University of Surakarta.

D. Objective of the Study

In this research, the writer intended to describe the teaching learning process in speaking skill based on instructional design at department English education at Muhammadiyah University of Surakarta, the writer organize the objectives of the study as the follows:

1. To describe syllabus type for teaching in speaking skill.
2. To describe the learning objectives for teaching in speaking skill.
3. To describe the materials used for teaching in speaking skill.
4. To describe the procedure for teaching in speaking skill.
5. To describe the technique for teaching in speaking skill.
6. To describe teacher's role for teaching in speaking skill
7. To describe learner's role for teaching in speaking skill

8. To describe assessment model for teaching in speaking skill
9. To describe teaching media used for teaching in speaking skill

E. Significance of The Study

The benefit of the study consist of two: they are theoretical and practical benefit.

1. Theoritical Benefit

- a. The writer hopes the result of this research will give the new knowledge of study about instructional design in Muhammadiyah University of Surakarta.
- b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.

2. Practical Benefit

- a. The result can help the students to know the strategies in understanding the material which is delivered by the lecturer in teaching speaking.
- b. The result will help for the student to increase knowledge teaching learning process in speaking skill at university.

F. Research Paper Organization

The writer organizes this paper in order to make it easier to understand. This as follows:

Chapter I is introduction. This chapter of the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and the research paper organization.

Chapter II is underlying theory. It involves previous studies and the theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consists of type of the research, objective of the data, data and data source, methods of data collection and technique of data analysis.

Chapter IV is research finding and discussion. The research finding can be elaborated into syllabus, learning objective, instructional materials, classroom procedures, classroom techniques, roles of teacher and student, assessment model, and teaching media used.

Chapter V is conclusion and suggestion. It presents conclusions of the research and completed by suggestion to make the research better.